DEVELOPMENT OF CONCEPTUALIZED DISCOVERY LEARNING MODELS CONCEPT MAP TO IMPROVE THE QUALITY OF ELEMENTARY IPS LEARNING

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ABSTRACT

The research aims to: (1) Know the process of applying the Discovery Learning model assisted Concept Map to improve the quality of learning, (2) Produce learning tools with effective Concept Map assisted Discovery Learning model. This research is the development of the 4D models were modified into 3D. The subjects of this study were students in fourth grade. Techniques of data collection using interviews, tests, observation, focus group discussions and questionnaires. The data analysis was conducted on the qualitative descriptive analysis, analysis of classical completeness, thoroughness of the analysis of the average t test, analysis of comparative test sample t test, and analysis of improvement Gain Normalized test. The development of these devices starts from exploratory research with a qualitative approach, requirements analysis, software development expert testing, and product testing is limited. The development of learning tools that will be conducted in this study include: the syllabus, lesson plan (RPP), teaching materials, sheets lerja students (LKS), and the instrument of learning outcomes. Results of the study: (1) The process of development of the learning is done through three stages define, design, develop, (2) the results of the development of learning tools in this study is valid, (3) the results of the development of effective learning in this study to improve the quality of learning.

Keywords : development, Learning Tool, Learning Quality.
Information :
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1 INTRODUCTION

The main problems in learning formal social studies IPS today is still low motivation and learning outcomes of learners. This is evident from the average learning outcomes IPS Basic Ability Test Class IV in elementary school is still less than the maximum. The results of this study is certainly the result of learning conditions that are still conventional and less than the maximum in the implementation of learning. The more substantial meaning that the learning process to the present day is still dominated by teachers and provides less access for learners to develop independently through problem solving in their thinking process. Education Unit Level Curriculumdemands teachers' creativity in organizing learning activities. Creativity among others include creative in choosing the right model that matches the material presented. The activities expected by the KTSP curriculum are student-centered learning. Students are required to be active and always take part in learning activities. Teachers

can function as facilitators and help solve problems faced by students during learning. The purpose of the curriculum is to lay the foundation of KTSP intelligence, knowledge, personality, noble character and skills to live independently and follow further education. To achieve the goals of cognitive, affective and psychomotoric competence, it is necessary to include learning tools, syllabus, lesson plan (RPP), teaching materials, and evaluation tools.

The availability of learning tools is one of the means of supporting the success of learning and can improve the quality of learning. However, recently it was found that there are still a lot of teachers arranging learning tools that have not met the standard process requirements, that is, generally the tools that have been arranged are not appropriate in choosing and